

Self-Efficacy and Emotional Intelligence of PG Students

Madhavi S. Waddar and Vijayalaxmi A. Aminabhavi

Karnatak University, Dharwad

The present study aimed at investigating whether PG student staying at home and hostel do differ significantly from each other in some of the important personality variables such as self-efficacy and emotional intelligence? The study was conducted on a sample of 200 PG students, out of which 100 students staying at home and 100 PG students staying at hostel. Both groups (consisting of 50 female and 50 male students) are selected from different Department of Karanatak University Dharwad. General Self-Efficacy Scale (GSE) by Jerusalem and Schwarzer and Self-Rated Emotional Intelligence Scale by Brackett and Rivers were used to collect the data. The data were analyzed and the results revealed that PG students staying at home have significantly higher self-efficacy and over all emotional intelligence compared to hostilities. An incidental analysis also revealed that demographic variables such as age, gender, order of birth, and caste have significantly contributed to the self-efficacy and emotional intelligence of PG students staying at home and hostel.

Keywords: Self-efficacy, Emotional intelligence, PG Student

Parents influence their children in many ways one crucial area of parental influence in child life is in the development of his/her self-efficacy and emotional intelligence. Students face different climate staying at home and hostel. Home is a place where one learns his first lesson in living. What makes home? Love, understanding, memories of childhood, the kindness of parents, the sisters pride, the brother understanding and help, the mutual confidence, the common hopes and interest, small scarification, laws of unselfishness, respect for others, cheerfulness and charity are the virtues one first learns at home. Hostel is the place where one learns to independent, living away from parents and siblings. Hostilities have to face many types of different situations, make a wise and curricular and co-curricular choice, acquire basic study skills for optimum achievements; live with and share facilities with students from varied socio-economic backgrounds, adjust to the peers,

teachers and administrators secure financial aid to carry on the studies; spend leisure properly and so on. When one is used to give and take habit at home he/ she will also get well with people outside. Cooperation begins at home. The family is the cradle civil society and foundation for social life. The dinning table is also the place where one can tell other members of the family about their experiences in college, with friends and others. Whereas dinner time at hostel provides opportunity for strengthening friendship and one can share their experiences with friends. At home parents certainly would like to know their children's movements and types of company they keep. If children share their experiences with parents they not only build their confidence but also reduce lot of anxiety in their minds and preclude dangers of misunderstanding. But at hostel nobody would like to know students movements and the types of company they keep. Hence staying

with parents at home and staying away from home at hostel definitely impact on the personality development of a child.

Mahatma Gandhi Quotes that "If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning" thus his quotation highlights the importance of self-efficacy. "Self-efficacy is the one's capabilities to organize and execute the course of action required to manage prospective situation" (Bandura, 1995).

Emotional intelligence is an intelligence having to do with understanding emotional information. It is the ability to process emotional assimilation, and management of emotion.

Belanger (2005) studied the emotional intelligence of undergraduate's students in United States. The researchers found that although student's emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self-efficacy and that in turn enhanced their academic performance. Shewale (2008) examined the effect of family environment on intelligence, achievement motivation of Muslim and non-Muslim students. Researcher found family environment effect on intelligence as well as achievements of individual.

Kumar and Lal (2006) examined the role of self-efficacy and gender differences among the adolescents as revealed by intelligence test. Analysis of variance was applied and the F-ratio revealed significant effect of self-efficacy. Significant gender differences were also found, where female scored higher than their male counterparts. No interaction was found in self-efficacy and gender.

Luther (2002) studied the relationship between self-perceived emotional intelligence and other personality measures including the five-factor-model. Two studies provide support that self-reported EI is mainly associated with personality traits (extraversion, agreeableness,

conscientiousness, self-perceived creativity), life satisfaction and thinking styles with only a low relation to verbal intelligence. Furthermore, persons higher in the EI dimension "emotional efficacy" produced more creative performances than persons low in this domain. These findings suggest that self-reported EI cannot be considered as a rational form of intelligence so that it does qualify to fit into the framework of personality traits.

Tom and Nikesha (2008) Using a sample of 486 traditional undergraduate college students from an American university in the middle south, examined gender and race differences in self-efficacy and the impact of sex role attitudes and family structure on self-efficacy. They argue that gender differences in gender role attitudes and their impact on self-efficacy is moderated by race. For all but white males, sex role liberalism is positively related to self-efficacy. Mother's full time employment is positively related to self-efficacy for whites. Implications for theory and future research are discussed.

Dhoundlyal (1984) examined the effect of home environment on the emotional disturbance among adolescent was analyzed through identifying emotionally disturbed adolescents living in the different types of home environment. In general, it was revealed that poor home environment facilitated significantly more frequent occurrence of emotional disturbance as compared to normal distribution. Adeyemo (2007) examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. The result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement.

The above reviewed studies have revealed that almost all the studies have been conducted on the children/ students staying at home as far as their emotional intelligence, self-efficacy are concerned. However, the

studies on hostilities with regard to emotional intelligence, self-efficacy the studies are almost nil. Thus, the present study is an attempt to compare scientifically students staying at home and hostel with regard to their emotional intelligence and self-efficacy.

Objectives

1. To find out whether any difference exists between PG students staying at home and hostel as far as their self-efficacy and emotional intelligence is concerned.

2. To find out the impact of demographic factor of PG students staying at home and hostel on their-efficacy and emotional intelligence.

Hypotheses

Ha₁: PG students staying at home and hostel differ significantly from each other in their self-efficacy and emotional intelligence.

Ha₂: The demographic factor such as Age, Gender, Caste, The SES (Socio economic status), No of siblings (1/1-2/3 and above), Order of birth (first born/middle born/last born) of PG students staying at home influence significantly their self-efficacy and emotional intelligence.

Ha₃: The demographic factor such as Age, Gender, Caste, The SES (Socio economic status), No of siblings (1/1-2/3 and above), Order of birth (first born/middle born/last born) of PG students staying at hostel influence significantly their self-efficacy and emotional intelligence.

Method

Sample:

The Quota sample of the present study includes 200 PG students out of which 100 students are staying at home and 100 PG students staying at hostel. Both groups consist of 50 female and 50 male students. The samples for PG students staying at hostel were taken from different girls and boys hostel of Karnatak University Dharwad.

Tools:

General Self-Efficacy Scale (Schwarzer & Jerusalem 1995): This scale consists of 10 items, with four possible responses, ranging from 1-(not at all true) to 4-(exactly true). It has internal consistencies between alpha 0.75 and 0.91. The test-retest reliability coefficient is 0.55. The validity coefficients of the test when co-related with optimism are 0.49 and 0.45.

Self-Rated Emotional Intelligence Scale (SREIS) (Brackett & Rivers, 2006): This scale consists of 19 items with 5 alternatives ranging from 1(very accurate) to 5(very inaccurate). Items 2,4,15, and 16 are negative items, the remaining are positive items. The four negative items are scored in a reverse manner i.e., 1=5, 2=4, 3=3, 4=2, and 5=1. This has five dimensions viz; perceiving emotion, use of emotion, understanding emotion, managing emotion, and social management the reported reliability i.e., Cronbach's alpha for total scale is .77. As far as the validity of emotional intelligence is concerned the scale has been co-related with several variable and many have shown higher co-relation. Thus, it can be observed that the present self-Rated emotional intelligence scale is highly valid.

Results and Discussion

Table 1, shows that PG students staying at home and hostel differ significantly from each other in their self-efficacy and emotional intelligence. In other words, PG students staying at home have significantly higher self-efficacy ($t=2.379$; $P<0.01$) than hostelites. Similarly the two groups of students staying at home and hostel differ significantly high in the dimension of emotional intelligence i.e., managing emotion ($t=2.57$; $P<0.01$) and overall emotional intelligence (2.36 ; $P<0.01$) and differ significantly in social management ($t=2.01$; $P<0.05$). In other words, students staying at home have shown significantly higher skill of managing emotion and the social management as well as overall emotional

intelligence compared to those staying at hostel. This findings supports earlier findings of Chaudhary and Uppal (1996) in which adolescents staying at homes with their parents had higher level of achievement motivation and had more emotional maturity. Similarly another study by Masten (1993) is also supported in which he found that homeless families have higher levels of recent negative life experience and more distressed parents than comparably poor but housed families.

Students staying at home showing significantly high emotional intelligence and

self efficacy may be due to the fact that home provides ample of opportunity to share joys and sorrows, develop mutual trust and empathy collective living and sharing and freedom for expression. On the contrary those who reside at hostel may find it difficult to get likeminded people to share their thoughts and emotions as well as express their inner self due to lack of intimate relationship with others. Another reason may be due to the changed style of living due to high academic pressure might have made the hosteliets to feel deprived off more time for social networking. As a result of this, hosteliets are unable to manage their emotion as well as others.

Table 1, Mean, SD, and t-Values for the Scores of Self-Efficacy And Emotional Intelligence of PG Students Staying at Home (N=100) and Hostel (N=100)

Variables	Groups	Mean	SD	t-Value
Self-Efficacy	Home	51.66	10.28	2.38**
	Hostel	48.33	9.47	
Emotional Intelligence				
Per. Emotion	Home	50.76	9.26	1.08
	Hostel	49.23	10.67	
Use.of Emoti	Home	49.59	10.14	.57
	Hostel	50.40	9.88	
Under.Emoti	Home	50.90	9.14	1.29
	Hostel	49.09	10.75	
Manag.Emoti	Home	51.79	9.57	2.57**
	Hostel	48.20	10.13	
Social Mgt.	Home	51.40	10.94	2.01*
	Hostel	48.59	8.78	
Overall Emotional Intelligence	Home	51.64	9.84	2.36**
	Hostel	48.35	9.93	

*p<0.05;

**p<0.01;

Table 2. Results of Step Wise Multiple Regression Analyses of the Factors significantly contributing to the Self-efficacy of PG Students staying at Home

Demographic variable	Beta Coefficient	Std.Error	Contributed R2	t-values
Male	0.35	1.96	.097	3.60***
First born	-.20	1.99	-.041	-2.17*
Overall adjusted R2=.087	*p<0.05	Overall F-Ratio= 7.78; P<0.001		***p<0.001

In Table 2, it is observed that the two demographic factors such as gender and order of birth have contributed significantly to the self efficacy of PG students staying at home. The contribution of both the variables together is 8.7% which is significantly very high ($F=7.78$; $P<0.001$). More specifically male students have shown significantly higher self efficacy compared to female students ($t=3.6$). On the other hand first born have shown significantly lower self efficacy compared to middle and last born students ($t= -2.17$)

The above findings support the results of Sehgal, Meena (1999) in which it is reported that males obtained significantly higher self-efficacy and health than girls. Similarly Singh and Udainiya (2009) also found that the male participants of joint family showed higher initiative than female participants. Randhawa,

Beamer, and Lundberg (1993) also reported that mathematics self-efficacy among boys was statistically superior to that of girls, which resulted in their better performance in mathematics. However Falbo (1981) is of the opinion that the contradictory results in birth order are due to failure to consider the impact of social class and family size on the birth order findings. In Indian culture it is males who are more encouraged, facilitated and cared well right from the beginning, thus resulted with high self-efficacy in them. Usually first born child is more happily welcomed by parents and other elderly people. They are looked after by the parents and others with a lot of care, concern and support which further makes these first born to show higher dependence prones even in later stage also. As a result of this the development of their self-efficacy gets hampered.

Table 3. Results of Step Wise Multiple Regression Analyses of the Factors Significantly Contributing to the Emotional Intelligence of PG Students Staying at Home

Demographic variables	Beta Coefficients	Std.Error	Contributed R2	t-values
Schedule Caste	.30	2.58	.097	3.22**
Last born	.21	1.94	0.048	2.33*

Overall adjusted $R^2=.127$ ** $p<0.01$ Overall F-Ratio= 8.20; * $p<0.05$

Table 3, reveals that the two factors viz caste and birth order have contributed significantly to the emotional intelligence of PG students staying at home. The contribution of both the variables together to emotional intelligence of PG students staying at home is 12.7% which is very highly significant ($F= 8.20$; $P< 0.001$). More specifically it is observed that SC students ($t= 3.22$; $P<0.01$) as well as last born students ($t= 2.33$; $P<0.05$) are observed to have significantly higher emotional intelligence than their counterparts.

As far as contribution of birth order to emotional intelligence of students concerned is almost mutually supporting in table 2 and table 3. Here also the observed fact that last born having significantly higher emotional intelligence supports the earlier observation made by Laurie Pawlik-Kienlen (2007) stating

that Youngest children are more likely to be an artist, entrepreneur or adventurer – and more likely to participate in physically risky sports. Younger children tend to get along in the world better—a trait known as “agreeableness” in the Big Five Personality Traits. Compared to first born children, last born are less likely to provoke people. SC students having higher emotional intelligence may be due to the fact that they are expected to face hard realities by having so many constrains and hurdles. In the process of doing so naturally they develop higher adaptability as well as emotional intelligence. However last born children having significantly higher emotional intelligence needs to be investigated further with the qualitative analysis in order to arrive at definite conclusion.

Table 4. Results of Step Wise Multiple Regression Analyses of the Factors Significantly Contributing to the Emotional Intelligence of PG Students Staying at Hostel

Demographic variable	Beta Coefficient	Std.Error	Contributed R2	t-value
Male	0.23	1.943	0.053	2.35*

Overall adjusted R2= 0.043 *p<0.05 Overall F-Ratio= 5.498; *p<0.05

Table 4, reveals that gender has significantly contributed to the emotional intelligence of hostelites. The contribution of the variable to emotional intelligence is 4.3% which is significant at 0.05 levels. Specifically, it is observed that male hostelite students have significantly higher emotional intelligence ($t=2.35$; $P<0.05$) than their counterparts. The above observed fact may be due to the fact that usually male children in the family start their independent life earlier than female children. Thus, in the process of facing the life situation boys are forced to develop higher emotional intelligence to safeguard their life. However, no demographic variables were found to be contributing to the self-efficacy of PG students.

Conclusion

The above discussed results led to the conclusions that (i) PG students staying at home have significantly higher self-efficacy compared to PG students staying at hostel. (ii) PG students staying at home have significantly higher ability to manage emotion and social management as well as overall emotional intelligence when compared to PG students staying at hostel. (iii) PG students staying at home who are first born have significantly lower self-efficacy and who are male have significantly higher self-efficacy than their counterparts. (iv) PG students staying at home who belong to scheduled caste and last born have contributed significantly higher to the emotional intelligence than their counterparts. (v) No demographic variables are found to be contributing significantly to the self-efficacy of PG students staying at hostel. (vi) PG students staying at home who are first born have significantly lower self-efficacy and who are male have significantly higher self-efficacy than their counterparts. (vii) Male PG hostelites have significantly higher emotional intelligence than their counterparts.

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Madhavi S. Waddar, Research Scholar, Post-Graduate Department of Studies and Research in Psychology, Karnatak University, Dharwad.

Vijayalaxmi A. Aminabhavi, PhD, Professor and Chairperson, Post-Graduate Department of Studies and Research in Psychology, Karnatak University, Dharwad.

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